DOCUMENT RESUME

ED 213 369 HE 014 872

TITLE	Curriculum Regulations for the Danish Higher Preparatory Examination.
INSTITUTION	Ministry of Education, Copenhagen (Denmark).
PUB DATE	81
NOTE	72p.
AVAILABLE FROM	Ministry of Education, International Relations Division, Frederiksholms Kanal 25D, DK-1220 Copenhagen K, Denmark.
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*College Curriculum; College Second Language Programs; Core Curriculum; Elective Courses; *Foreign Countries; Grading; Guidelines; Higher Education; Independent Study; Speech Skills; *Student Evaluation; Testing Programs; *Tests; Writing Skills
IDENTIFIERS	*Comprehensive Examinations; *Danish Higher Preparatory Examination; Denmark

ABSTRACT

Information is presented on curriculum regulations for the Danish Higher Preparatory (HP) Examination. The examination is composed of common core subjects and elective subjects. Information is presented on the number of weekly lessons for common core and elective subjects; foreign language study; music and creative art; joint classes including lectures and artistic arrangements; study groups; exemption from courses in which a student can demonstrate proficiency; physical education; educational counseling; and guidance for students who study independently. During the second year, students prepare a major and a written term paper in one subject. Specific regulations regarding the administration and eligibility for the HP examination, including the written and oral parts, are presented, along with an explanation of the examination register, grading, and the examination certificate. Educational objectives and the content of syllabi and the examinations are outlined for each of the following subjects: Danish, religion, history, biology, geography, mathematics, English, German, French, Russian, Spanish, Italian, social studies, music, creative art, physical education, physics, chemistry, and psychology. For the language courses, information is presented on the study of thematic reading, period reading, modern literature, and other types of reading options, and on written expression. Examination requirements for students who study on a an independent basis are also identified. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED213369

CURRICULUM REGULATIONS

FOR THE

DANISH HIGHER PREPARATORY EXAMINATION

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
  Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

_____

_____

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

HE 014 872

The Danish Ministry of Education

International Relations Division

1981

2

Educational provision in Denmark

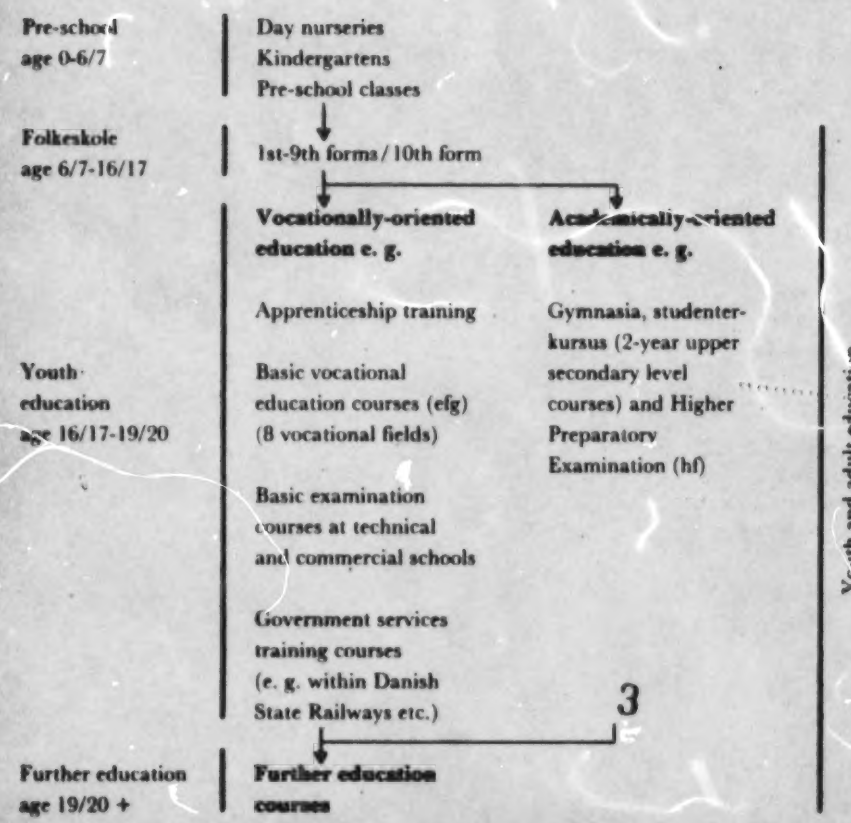

Table of contents:

Part I

Structure, etc., of the Higher Preparatory Examination ... 1

Part II

Education at state-approved courses (including state-run courses) and the advisory function of courses 3

Part III

Examination regulations 8

Written examinations 12

Oral examinations 15

Examination register 17

Part IV

Marking, etc. 17

Part V

Examination certificate 19

Part VI

Instruction and examination in the various subjects 21

Danish 21

Religion 25

History 26

Biology 28

Geography 32

Mathematics 33

English 37

German 41

French 44

Russian 45

Spanish 45

Italian 45

Social studies 46

Music 49

Creative art 52

Physical education 55

Physics 59

Chemistry 62

Psychology 64

Part VII

Commencement of the regulations 66

Curriculum Regulations for the Danish Higher Preparatory Examination('Højere forberedelseseksamen' = HF) provided by courses leading to the Higher Preparatory Examination

Translation from Danish of Ministry of Education executive order dated April 24, 1974:

(Translator's note: In the following text 'højere forberedelseseksamen' is translated initially as 'Higher Preparatory Examination' and thereafter referred to by its standard Danish abbreviation: 'HF'.)

The following regulations are hereby made pursuant to the Danish Higher Preparatory Examination (Consolidation) Act, cf. Consolidation Act no. 263 of May 11, 1973:

Part I

Structure, etc., of the Higher Preparatory Examination

1. (1) The Higher Preparatory Examination (HF) comprises the following subjects:

Common core subjects (lower level): Danish, religion, history, biology, geography, mathematics, English, German, and social studies.

Elective subjects (higher level): Biology, mathematics, English, German, social studies, music, creative art, physical education, a third foreign language (French or Russian, see also Reg. 12 (3)), physics, chemistry, and psychology.

(2) The individual candidate shall sit for examination in all common core subjects and in elective subjects to a minimum value of 20 credit points. Credit points for the elective subjects are:

Biology	8
Mathematics	12
English	7
German	10
Social studies	6
Music	8
Creative art	8

Physical education.....8
3rd foreign language.....11
Physics.....14
Chemistry.....10
Psychology..... 6

(3) Candidates preparing for the HF examination by private tuition or other form of independent, self study (independent students) can sit for the examination in all subjects at one examination session or in one or more subjects in any examination session. Candidates preparing for the HF examination by attending an approved course (course students) shall sit for the examination in each subject at the end of the term in which instruction in the subject is concluded. The examination can be supplemented by tests in additional elective subjects.

2. (1) Candidates sitting for an elective subject which is also a common core subject can be exempted from taking a separate test in the common core subject. Subject matter from the common core subject can be included in the test for the elective subject.

(2) Candidates who provide evidence of affiliation to a religious community other than the Established Church of Denmark shall be exempted, if they so request, from a test in religion.

(3) On application to the Directorate for Upper Secondary Education, candidates who have passed certain, specified public examinations can be exempted from sitting a test in certain subjects.

3. (1) The Directorate for Upper Secondary Education is responsible for the HF examination. The Directorate shall supervise education and the advisory activities at courses preparing for the examination (cf. Part II) and shall arrange the examination held at courses in accordance with Part III. The Directorate can draw up detailed guidelines for instruction, etc., and for the examination and can approve such departures from the rules as may be justified by conditions surrounding the individual course as part of an innovative process or as included in a specific plan.

(2) The Directorate shall arrange one or more laboratory courses annually for independent students. Laboratory courses include practical exercises in those subjects in which such exercises are required.

Part II

Education at state-approved courses (including state-run courses) and the advisory function of courses

4. (1) The academic year extends from July 1 to June 30 and comprises two terms, commencing July 1 and January 1 respectively.

(2) Classes shall be planned in accordance with the following timetable:

	No. of weekly lessons			
	1st term	2nd term	3rd term	4 th term
Common core subjects				
Danish	3	3	4	4
Religion	0	0	3	3
History	3	3	3	3
Biology	3	3	0	0
Geography	3	2	0	0
Mathematics	5	5	0	0
English	4	3	4	4
German	3	3	0	0
Social studies	2	2	0	0
Music/creative art	2	2	0	0
Physical education	2	2	0	0
Elective subjects				
Biology	0	0	4	4
Mathematics	0	0	6	6
English	0	1	3	3
German	0	0	5	5
Social studies	0	0	3	3
Music	0	0	4	4

(cont. next page)

Creative art	0	0	4	4
Physical education	0	0	4	4
3rd foreign language	0	3	4	4
Physics	0	3	6	5
Chemistry	0	0	5	5
Psychology	0	0	3	3

(3) The choice of music and creative art as elective subjects is conditional upon the student's having taken that subject as a common core subject or otherwise acquired a corresponding level of competence.

(4) The 3rd foreign language shall be French or Russian, but, subject to the consent of the Directorate, can be Spanish or Italian.

(5) A class shall not be set up for a particular subject, unless a minimum of seven students have registered for the class.

(6) An examination shall be held for each subject at the end of the term in which instruction in that subject is concluded. With a view to preparation of the term paper described in regulation 10, instruction will be suspended for all students for one week during their second year of study in the period from December 1 to the end of February.

(7) In accordance with Regulations 231 of July 10, 1964, classes will be held in Latin for up to a maximum of 100 lessons, in preparation for the basic Latin examination, provided that no fewer than seven students have registered for the class.

(8) Joint classes can be held with lectures, artistic arrangements, etc. Study groups can be set up outside the framework of obligatory education for a maximum of 20 lessons per subject per academic year. The setting up of a study group is conditional upon 10 students having registered for the group. Joint classes and study groups may not be used for instruction in the ordinary curriculum of a class or for written tests.

(9) Classes can be arranged for voluntary sporting activities and for voluntary education in music and creative art outside regular school hours, provided that no fewer than 10 students have registered for each class.

(10) Joint classes, study groups, voluntary sporting activities and voluntary instruction in music and creative art shall be planned with a view to co-ordination with other voluntary education at the school concerned.

(11) The Directorate can issue special rules governing the forms of education mentioned in (8) and (9) above.

5. (1) Students shall be bound to attend classes in common core subjects (lower level) and in those elective subjects for which they have registered (cf. (3) to (5) below), and to carry out the written work demanded of them. Students failing to comply with this duty can be expelled from the course.

(2) Students registering for instruction in Latin, for a study group, for voluntary sporting activities, or for instruction in music and in creative art arranged in accordance with regulation 4 (7)-(9) shall be bound to attend such activities. Students failing to comply with this duty can be excluded from future participation in such activities.

(3) The provisions of regulation 2 (2) and (3) relating to exemption from tests shall also apply to exemption from attending classes.

(4) The Directorate for Upper Secondary Education can grant a student complete or partial exemption from classes in a particular subject where the student possesses such proficiency in the subject that attendance at classes is deemed completely or partially unnecessary. In the event of complete exemption, the student shall sit for a test in the subject in accordance with the rules applying to independent students. In the event of partial exemption, the student shall sit for a test in the subject in accordance with the rules applying to course students, unless the Directorate rules that the test shall be in accordance with the rules applying to independent students.

(5) On submission of an appropriate certificate, the headmaster of the school can exempt a student from instruction in physical education, music or creative art on grounds of illness or physical handicaps.

(6) The Directorate can issue rules governing administration of the provisions contained in (1) and (2).

6. (1) The provisions of Part VI (27-45) apply to instruction in individual subjects. Instruction shall include training in study technique.

(2) Classes shall be co-ordinated by means of regular discussions, e.g. of an interdisciplinary nature, among teachers and between teachers and student representatives. The joint consultation committee or corresponding body shall ensure that such discussions take place. At the beginning of the first term and in the term in which a new subject is to commence, the teacher shall either prepare in conjunction with the students a plan governing work during the term or shall inform students of the existence of such a plan. The teacher and the students shall jointly plan work for the subsequent terms. The teacher and the students shall hold regular discussions on instruction in each term. Where teachers and students agree, integrated instruction between related subjects can be conducted during the second half of the second term.

(3) School premises shall as far as possible be made available to students for independent work outside school hours. In the case of physics, chemistry, biology and creative art premises, however, this shall apply only if a teacher of one of these respective subjects is in attendance.

7. (1) Teachers shall guide the individual student with regard to work with the subject concerned and shall make an assessment of the individual's achievement for those students so requesting.

(2) The headmaster of the school shall appoint one or more educational counsellors for each course. An educational counsellor is appointed for a period of three years and shall be approved by the Directorate for Upper Secondary Education.

(3) The educational counsellor shall give students individual and collective guidance in matters of an educational, social, economic and personal nature relating to their educational situation. Guidance shall include information on elective subjects, educational and vocational orientation, and study technique.

(4) Students shall be given an introduction to general study technique during their first term. Additional lessons can be spent later in the course on study technique in connection with special situations, e.g. preparation of the term paper described in regulation 10 and preparation for examinations. Where conditions so dictate, the headmaster can nominate a person other than the educational counsellor to undertake classes in study technique.

(5) Teachers shall plan educational guidance of students in such a manner that general study techniques are co-ordinated with more specifically directed techniques.

(6) During the course, a maximum of 20 lessons per class shall be spent on collective guidance, including study techniques. The headmaster shall decide which lessons shall be used for this purpose but an effort shall be made to spread them evenly among the subjects.

8. (1) If so requested, schools shall provide guidance for independent students. Guidance shall include:

1. Information on those forms of further education to which the HF examination provides access.

2. Advice with regard to the options open to the student under the HF examination system.

3. Information concerning laboratory courses mentioned under regulation 3 (2) and concerning the requirements for the various subjects together with advice on textbooks, preparation of major projects, etc.

4. Educational guidance corresponding to one lesson per subject per annum.

5. Guidance with regard to applications to sit and procedures at examinations.

(2) Guidance shall be given by the headmaster of the school or the educational counsellor and, in the case of the individual subjects, by the specialist teachers concerned.

(3) In those subjects for which the extent of the subject matter and the examination syllabus is stated wholly or partly in a specific number of lessons, the Directorate for Upper Secondary Education shall specify the extent in respect of independent students.

Part III

Examination regulations

9. (1) Ordinary examinations will be held in the period May-June, make-up examinations (for students who missed the ordinary examination due to illness, etc.) in August-September.

(2) Examination requirements and the form of tests to be held in individual subjects are governed by the provisions of Part VI (27-45), cf. 2 (1).

(3) A candidate will be permitted to sit for an examination in a particular subject under the rules governing course students only if the school concerned endorses his application to the effect that the individual has attended classes regularly and satisfactorily, cf. 5 (4), last sentence.

(4) In special circumstances, the Directorate for Upper Secondary Education can grant exemption from the rules governing the subjects in which the individual candidate is to sit an examination and governing examination requirements and form for the individual candidate.

10. (1) During the second year of the course, in the period from December 1 to the end of February, each course student shall prepare a major, written term paper in one of the subjects in which the student receives instruction during the second year of the

course, or in geography. The requirements for the paper shall be formulated by the teacher in the relevant subject, in a field defined by the student, one week before the paper is due to be submitted.

(2) Independent students can prepare the paper described in (1) above by arrangement with an approved course.

(3) The paper shall be assessed by the teacher and by an external examiner not later than April 15. One mark shall be given, to be arrived at by negotiation between external examiner and teacher. In the event of their failure to agree, each will give a mark, and the final mark for the paper will be fixed in accordance with the rules in 24 (3). In the event of disagreement on marks, the headmaster shall report the marks given by the examiner and the teacher to the Directorate for Upper Secondary Education. The provisions of 19 (2) and (3) shall also apply. The Directorate shall stipulate rules for assessing the paper.

(4) The premises, library and other facilities of the school shall be at the disposal of course students and, if applicable, of independent students during the week in which course students prepare the paper. Physics, chemistry, biology and creative art facilities must be made available to an adequate extent, depending upon the nature of the paper and on condition that a teacher in the particular subject is present.

11. (1) The HF examination and tests in individual subjects are open to all applicants, irrespective of previous educational qualifications. Applicants must, however, satisfy the following conditions:

1. Candidates sitting for the examination in all subjects or for the final test in the examination shall have attained the age of 18 no later than February 1 immediately preceding the examination or test.

2. For all subjects forming part of the examination, candidates are required to state a syllabus and submit reports, etc., satisfying the requirements of Part VI (27-45). In the case of course

students, the statement of syllabus shall be prepared in consultation with the students. Independent students shall submit their syllabus requirements no later than February 15 for the course in which they wish to sit for the examination.

(2) A candidate can apply three times to sit for an examination in the same subject.

(3) A course student receiving a mark of 00 or 03 in a test at the end of the first year of the course can apply to resit the test during the next make-up examination period.

(4) Candidates who sit for tests in all subjects included in the HF examination for the individual candidate (cf. 1 (2)) but who fail the examination can reapply to sit tests in one or more subjects during the next make-up examination period.

(5) A candidate who for reasons other than illness has not participated in or completed a test in one or more subjects shall not be permitted to resit a test in this/these subject(s) until the next ordinary examination period.

(6) In special circumstances, the Directorate for Upper Secondary Education can grant exemption from the provisions of (1) 1 and (2) and (5) above.

12. (1) The headmaster of the school shall notify the Directorate for Upper Secondary Education no later than December 5 of the number of students expected to apply to sit for the examination at the school and which teachers will examine in each subject.

(2) Candidates shall apply to sit the examination by completing a form drawn up by the Directorate. Forms are issued by schools. The individual candidate completes the application form, supplying the required information, including any request for exemption from instruction pursuant to regulation 5 (4) or from a test in religion pursuant to regulation 2 (2), and submits it no later than February 15 to the school at which he wishes to sit for the examination, together with the relevant certificates, etc., stipulated in the application form. Applications in accordance with regulation 11 (3) and (4) must be submitted no later than June 25.

(3) Schools shall submit the details of applications to the Directorate no later than March 1 and July 1 respectively, and shall moreover submit to the Directorate any matter giving rise to doubt. Applications to sit for the examination in Spanish or Italian as a third foreign language shall be approved by the Directorate, except where approval has already been given under regulation 4 (4). Schools shall furnish candidates with the necessary information on times fixed by the Directorate for tests, etc.

(4) A detailed list of all general syllabuses and syllabuses offered for examination shall be submitted to the Directorate in duplicate no later than March 1. All syllabuses and other information relating to preparations for the examination shall be approved by the Directorate.

(5) Where a candidate chooses an elective subject not offered by the school concerned, the Directorate shall arrange with the candidate another school at which the examination may be taken.

13. (1) Candidates who have applied to sit for the examination during the ordinary examination period but who, on account of illness, have been prevented from taking the examination or part thereof can present themselves for a make-up examination, subject to the conditions stipulated in (2)-(4) below. Students prevented by illness from writing the term paper described in regulation 10 can write the paper during the make-up examination period. Female candidates prevented by menstruation or pregnancy from undertaking the practical part of the physical education test can present themselves for the test during the make-up examination period.

(2) In the event that a candidate is prevented by illness from participating in a written or oral part of the examination, the headmaster of the school shall be notified without delay and no later than the conclusion of the test in question. In the absence of such notification, the candidate shall be considered to have missed the test for reasons other than illness (cf. 11 (5)).

(3) If a candidate completes a test in spite of illness, he shall not be permitted to sit for a new test during the ordinary examination period or in the subsequent make-up examination period (cf. 11 (4), however).

(4) In the event that duration of illness during an oral examination is no greater than to permit adjustment of the candidate's examination time(s) within the ordinary examination period, the candidate shall not be entitled to demand to participate in a make-up examination. A candidate shall not, however, be bound to submit to an examination in two subjects on the same day.

(5) Applications to sit for a make-up examination shall be submitted to the school no later than June 25 and shall be forwarded via the headmaster to the Directorate for Upper Secondary Education no later than July 1. Application shall be made on a special form drawn up by the Directorate and incorporating a medical certificate (approved by the Danish Association of General Practitioners' certificate committee) to the effect that on account of illness the candidate has been unable to sit for part or all of the ordinary examination or has been prevented from writing the term paper described in regulation 10. In the event that a female candidate has been prevented by menstruation from undertaking the practical part of the physical education test, a statement to this effect from the physical education teacher will be adequate.

(6) The make-up examination will be conducted in accordance with the same rules as apply to the corresponding ordinary examination and shall comprise those tests which the candidate, on account of illness, was unable to commence or complete.

14. (1) The headmaster of the school shall be responsible for ensuring that tests are conducted in accordance with the provisions of these regulations and the principles laid down by the Directorate for Upper Secondary Education. Two external examiners shall assess written tests, one external examiner shall assess oral tests and the term paper described in regulation 10. External examiners shall be appointed by the Director General of Upper Secondary Education.

Written examination

15. (1) Questions for written examinations shall be set by a special 'questions commission' presided over by the Director General of Upper Secondary Education, who shall also nominate the other members of the commission. The commission shall have a minimum of two members

for each subject for which questions are drafted. The chairman of the commission shall draw up rules of procedure for the commission and shall be responsible for printing and circulating question papers to schools.

16. (1) The Directorate for Upper Secondary Education shall appoint a date and a time for the written tests. No candidate shall have more than one written test on any given day.

(2) In written tests in Danish, English, and German, candidates may use dictionaries approved by the Directorate. The Directorate shall decide which aids may be used at all written tests.

17. (1) The Directorate for Upper Secondary Education shall forward question papers to the headmaster no later than four days before the start of the written part of the examination.

(2) The required number of copies of each question paper, no fewer than six copies more than the number of candidates, shall be placed in a strong, opaque envelope and adequately sealed with a wax seal and affixed with a statement of the name of the school, the examination period, description of the test, number of copies, day, date, and time of the test, and the type of reference books and other aids permitted. Envelopes containing question papers shall be forwarded to each school by registered parcel post.

(3) The headmaster shall open the parcel immediately upon receipt and shall satisfy himself that the parcel contains the necessary number of envelopes, that the correct number of copies is stated on each envelope, and that the stated day, date and time correspond to the timetable of written examination received earlier. In the event of apparent error, the headmaster shall contact the Directorate without delay.

(4) Envelopes containing question papers shall not be opened until the time stated upon them.

18. (1) The Directorate for Upper Secondary Education shall draw up rules govering supervision of tests, the seating of candidates in the examination room, other practical matters, and the dispatch of answers to the external examiners.

(2) Candidates arriving late for a written examination shall not be permitted to participate in the examination. The headmaster can, however, permit him to participate if there can be no chance of the candidate's having obtained any information about the test questions and if the headmaster finds the reason for the delay acceptable. The headmaster shall report the matter to the Directorate immediately upon the conclusion of the test, and the Directorate shall decide whether the candidate's test can be approved.

(3) If a candidate is caught unequivocally attempting to obtain or to give to another candidate illicit help with answers to the test, he shall be expelled from the examination room at once, and the matter shall be reported immediately to the Directorate. If there is any suspicion during the test or in the assessment of a candidate's answers that he has obtained or given illicit help or attempted to do so, a report shall be made to the Directorate, which will investigate the matter. If suspicions are confirmed, the candidate will be expelled from the examination.

19. (1) The corrected papers and marks awarded by the external examiners will be forwarded by registered mail to the school no later than 10 days before the first day of the summer holidays. The headmaster shall present the list of marks to the relevant specialist teacher and shall give him the corrected papers. In the event that the teacher, on reading the corrected papers, can offer reasonable grounds for requesting the external examiners to revise one or more of the corrected papers, discussions to this effect must be commenced no later than two days after the teacher has received the corrected papers.

(2) The list of marks shall be retained by the school for a period of not less than one year.

(3) The corrected papers can be handed over to the respective candidates who so desire to receive them when the individual persons receive their certificates. Papers which are not handed over can be destroyed after a period of not less than one year.

Oral examination

20. (1) The Directorate for Upper Secondary Education shall notify schools of the timetable for oral examinations and of the duly appointed external examiners. This information shall be received no later than three days before the first written test.

(2) On the receipt of information about the duly appointed external examiners, schools shall at once notify examiners of the relevant syllabuses offered for examination. In subjects in which the examination includes an unseen text selected by the external examiner, examiners shall also be notified of the additional syllabus material that candidates have studied in the subject concerned.

21. (1) In subjects in which candidates are to be tested in a previously studied syllabus, the teacher shall submit examination questions to the external examiner before commencement of the test. The questions shall fully and comprehensively represent the complete syllabus. The examiner is entitled to request the teacher to omit certain questions or to amend their form. In the event that the teacher refuses to comply with such a request, the examiner shall report the matter, on conclusion of the test, to the Directorate for Upper Secondary Education. A report shall also be made if important aspects of the stated syllabus cannot be encompassed by the examination through the questions put to candidates.

(2) In subjects in which candidates are to be tested on an unseen text selected by the external examiner, the latter shall forward to the teacher no later than seven days before the oral test a copy of the texts he intends to use at the test and a list of the passages he intends to submit to candidates. The list shall include a sufficient number of passages to permit the teacher to omit a maximum of one-fifth of them. The teacher shall also be entitled to discuss with the examiner before commencement of the test the possibility of giving candidates certain words or certain explanations, if he finds such assistance necessary.

(3) In subjects in which candidates are to be tested on an unseen text selected by the teacher, the latter shall forward to the external examiner no later than seven days before the test a list of the texts he intends to submit to candidates. If a text has not been selected from commonly used anthologies, a copy of it must be supplied.

(4) Examination questions are allotted to candidates by lot.

(5) The examination is conducted exclusively by the specialist teacher concerned, and the external examiner shall not interfere with the examination; if he considers the examination unsatisfactory, however, he shall be entitled at a suitable time (at the end of the examination of a candidate) to discuss with the teacher in camera the question of conducting a more satisfactory examination; if the teacher fails to comply with this request, the external examiner shall report the matter without delay to the Directorate on conclusion of the test. As an exception, the external examiner, via the teacher or with the permission of the latter, can put one or two questions to the candidate.

(6) Assessments shall be made and marks awarded after each examination. During assessment and marking, which shall be attended only by the external examiner and the teacher, the external examiner shall present his assessment first.

(7) Oral tests are open to the public.

22. (1) The teacher is responsible for ensuring that the necessary material (books, maps, illustrations, etc.) is available at oral tests. It is the responsibility of the teacher to inform students of which aids are permissible during oral examination in the subject.

(2) A preparatory period shall be given during oral tests. The candidate can refer to his own study-notes during the period of preparation. The Directorate for Upper Secondary Education shall decide the duration of the preparatory period and the extent of available aids.

(3) In oral tests, the candidate shall not - during the preparatory period - have the opportunity to refer to any other person concerning the subject of the test. If possible, the candidate should be seated in a room by himself, particularly in foreign language tests, where he may wish to practise reading aloud. If several candidates prepare for the test in the same room, they must be under adequate supervision.

Examination register

23. (1) Each school will maintain an examination register in which marks and any special basic marks which are to be stated on a candidate's examination certificate shall be entered by the headmaster or the other person acting on his behalf.

(2) Marks for written tests shall be copied from the marking lists of the external examiners. Where a teacher has requested a discussion with the external examiners concerning the assessment of examination papers (cf. regulation 19 (1)), marks shall not be entered in the register until the result of this discussion is known.

(3) Marks for oral tests shall be entered in the register as dictated by the teacher in the presence of the external examiner or copied from a marking list countersigned by teacher and external examiner. Marking lists shall be retained by the school for a period of not less than one year.

(4) The mark for the term paper described in regulation 10 shall be entered in the register from the teacher's and the external examiner's marking list.

(5) If parts of the examination have been undertaken elsewhere, an entry shall be made in the examination register stating where and when they were undertaken and which marks were awarded (cf. regulation 26 (1) concerning certification).

Part IV
Marking, etc.

24. (1) Marks shall be awarded in each subject in accordance with part VI. The marking scale applied shall be that fixed in regulation 1 of Reg. no. 32 of February 4, 1963 (the 13-system). In the event that a mark is fixed on the basis of special marks, an average figure shall be calculated to one decimal point. If the computed figure does not coincide with a number on the marking scale, the mark shall be the nearest number on the scale. Where the average lies exactly midway between two numbers on the marking scale, the average shall be taken to the nearest larger number. A mark of 13 (the maximum) cannot be given by the process of increasing the average to the nearest larger number.

(2) In written tests, marks are awarded by external examiners. Each examiner shall first arrive at his mark and shall thereafter discuss the final mark with his fellow-examiner. In the event that examiners fail to agree, the mark shall be fixed as the average of the marks awarded by the examiners. If the average does not coincide with a number on the marking scale, the mark awarded shall be the nearest larger number on the marking scale. A mark of 13 (the maximum) can be awarded only if examiners agree.

(3) In oral tests and in tests in music, creative art, and physical education, marks shall be awarded by one external examiner and one teacher (internal examiner). They shall arrive at their own assessments and marks and thereafter arrive at the final mark by mutual agreement. In the event that they fail to agree, the mark shall be fixed as the average of the two marks originally stated. If the average does not coincide with a number on the marking scale, the mark shall be the nearest number on the scale; if the average lies exactly between two numbers on the marking scale, the final mark shall be taken as the nearest larger number if the external examiner has awarded the larger mark and the nearest lower number if the external examiner has awarded the smaller mark. Marks 00 and 13 (minimum and maximm on the scale) can be awarded only when teacher and external examiner agree. If a mark is awarded despite disagreement between teacher and examiner, the examiner shall report to the Directorate the marks assessed by the teacher and the examiner.

25. (1) The marking conditions determining whether a candidate has passed his examination are identical to those applying to the Danish 'Realeksamen' (Lower Secondary School Leaving Certificate) and to the Danish 'Studentereksamen' (Upper Secondary School Leaving Certificate), cf. Reg. no. 32 of February 4, 1963, concerning the Danish marking scale (2 (1)) and Reg. no. 153 of May 15, 1964, concerning exemption in special circumstances from marking requirements in the 'Realeksamen' and 'Studentereksamen'.

(2) The following factors shall be considered in deciding whether conditions have been satisfied:

1. the candidate's marks in common core subjects, provided the candidate has not also taken a test with a contributory mark in the same subject as an elective subject,

2. the candidate's marks in elective subjects (cf. (4) below), and

3. the candidate's mark for the term paper described in regulation 10. In the case of independent students, the candidate can decide whether he wishes it included.

(3) In the case of a candidate who sits for a test more than once in the same subject (cf. regulation 11 (2)), the highest mark achieved in that subject shall be included in calculations.

(4) A candidate sitting for a test in an elective subject in excess of the minimum stipulated in regulation 1 (2) above shall be entitled to omit the mark obtained in the additional elective subject(s). If that subject is also a common core subject, however, it shall be a condition that the candidate has also taken a test with a contributory mark in the same subject as a common core subject.

(5) The total examination mark shall be calculated by the school at which the candidate completed his examination. If part of the examination has been taken elsewhere, calculation shall be based on such certified statements as may have been issued under regulation 26 (1).

Part V

Examination certificate

26. (1) Candidates who have passed a test in one or more subjects under the HF examination may, if they so desire, receive a certified statement from the school in question showing marks and any special marks inasmuch as these are awarded under the rules governing the various subjects, cf. Part VI.

(2) Candidates who successfully complete the HF-examination shall receive an examination certificate. The certificate shall state:

1. Those marks on which calculations under regulation 25 were based and the resultant average mark to one decimal place. If division produces a quotient of more than one decimal place, the figure shall be reduced to the nearest single decimal place.
If the quotient lies exactly between two single decimal places, the mark shall be taken as the nearest larger single decimal place.

2. Special marks if so stipulated by the provisions of Part VI.

3. Marks (and special marks) in non-contributory common core subjects and in any non-contributory elective subjects, if the candidate wishes such marks stated on the examination certificate.

4. Which of the common core subjects of music or creative art the course student has attended.

5. Where and when any earlier parts of the examination were taken.

If a candidate has been exempted from tests in a subject (cf. 2 (2) and (3)), the word 'exempt' shall be written in the space provided for the mark for the subject concerned. The examination certificate shall be issued by the headmaster of the school at which the candidate has completed the examination.

(3) Candidates who have successfully completed the HF examination and received a certificate to this effect and who thereafter sit for a test in one or more additional subjects under the HF examination are entitled, on request, to receive a certified statement from the school concerned showing marks and any special marks inasmuch as these are awarded under the provisions of Part VI.

(4) The relevant forms for examination certificates and certified statements shall be compiled and issued by the Directorate for Upper Secondary Education. (Criteria for passing the examination, cf. regulation 25 (1), shall be stated on the forms.)

Part VI

Instruction and examination in the various subjects

(In the context of these regulations the term 'page' refers to a normal page i.e. containing 1,300 letters in prose or 30 lines of poetry.)

27. D a n i s h.

Aims:

The aim of instruction in this subject is to enable students:

- to develop their ability to read in an interested, reflective, and critical manner,

- to develop their awareness of usage and their ability to express themselves in specific situations,

- to experience old and new literary texts without difficulty and at the same time to view them as part of a historical situation,

- to gain a certain knowledge of the standards, ideas, and forms of expression of other periods,

- to achieve greater insight into social and cultural environments other then their own, and

- to expand their knowledge of significant cultural currents and problems of their own time and the period immediately preceding.

Syllabus:

A. Text appreciation.

(In the context of these regulations the term 'text' refers to both fiction and non-fiction. The term 'literary work' refers to a lengthy text or a selection of shorter texts constituting a minimum of 50 pages of prose or 20 pages of poetry.)

1. a. Introduction to text appreciation, taking the student's own situation as the point of departure. The subject matter is approached from different points of view. Reading of a variety of non-fiction and fiction texts, including examples from the main epic, lyrical, and dramatic genres. Students will read at least one literary work. Introduction to Swedish and Norwegian (6-9 lessons).

   b. Thematic reading (approx. 25 lessons). Texts from several periods from the Middle Ages to the present day, centred upon one or two themes. The syllabus should be planned in order that students may obtain from the selected theme an impression of differences in the philosophies and forms of expression of major periods in human civilisation. The emphasis will be placed on texts from the Danish-speaking world but Swedish, Norwegian and other foreign language literature may be included. Students will read at least one literary work. The history of ideas, culture and other historical aspects can be included in the syllabus.

   c. Period reading (approx. 25 lessons). Students will read a number of texts from a specific period before World War II and compare them with the period in which they are written. Students will read at least one literary work. The syllabus includes Swedish, Norwegian and other foreign language literature. The period can be defined from the point of view of literary history but can also be specified in relation to other historial standpoints.

   d. Modern literature, from the past 30-35 years (approx. 25 lessons). Texts will be viewed comparatively in order to illustrate developments during the period examined. Swedish, Norwegian or other foreign-language literature must be included in the syllabus. Students will read at least one literary work. Material must also be included to illustrate the history of ideas, culture and other aspects of history.

2. The syllabus will also include texts selected on the basis of views other than those expressed above, e.g. authorship, genre, pulp literature, mass media, films, literary criticism. Moreover, texts can be selected individually for their own worth.

3. Additional reading. Students will read either individually or in small groups a total of eight works, two in each term. Three of the works can be selected from foreign language literature. Works shall be selected by students and approved by the teacher. The reading syllabus of the individual student must be fairly comprehensive in composition. Students will give written accounts of at least three of the eight works.

B. Written expression.

At the beginning of the course, students will work on written expression based on their own situation, gaining an awareness of contexts in which the language is used. Work should be planned, as far as possible, to have close links with the student's situation at the school and outside. As required, students should be given individual instruction in orthography, punctuation, etc., and in this connection should be given an introduction to essential grammar and syntax, and should moreover be advised on the usage of certain social and dialect groups.

Four short and three long written tasks should be given in each term, with the exception of the third term, in which students during the period until the October holidays should instead concentrate on one problem (known as 'the Danish paper'), preferably project-oriented, i.e. directed at a problem not included in the curriculum. As part of this work, the student should prepare brief oral and written preliminaries, and the work should conclude with a report corresponding in length to 6-8 typed A-4 pages. In the problem drawn from a Danish context students should demonstrate, at an elementary level, that they can find and identify related views and distinguish them from each other, that they can find and identify different points of view and compare them with each other, that they can summarise a lengthy material, and that they can expand upon an abstract material. Work on the Danish paper corresponds in length to half of the written work performed during the third term.

C. Individual tutoring.

Individual tutoring lessons will be used by teachers and students for individual guidance in all aspects of the subject.

Examination:

The student will sit for a written test and an oral test in the subject.

The written test:

Candidates are given five hours to complete the test. They are given a choice of no fewer than five questions. Questions can be set in relation to fiction texts, non-fiction texts, illustrations or documentary material and questions may also be set in less restrictive form in relation to a subject studied by candidates.

The oral test:

Candidates shall be tested on the basis of unseen text. Some of the texts must be simple, short Swedish or Norwegian texts in the original language. Texts will be selected by the teacher and must represent the fields covered by the candidate during the course. The candidate must be tested in text comprehension and in his ability independently to present material on the basis of a point of view which he himself adopts. In the treatment of the more difficult category of text, the candidate may be asked one or two guiding questions. On the basis of his notes, the candidate is required to carry on a conversation. In addition, the candidate is required, to a reasonable extent, to place the text in relation to material already studied.

Independent students are moreover tested in the form of a brief discussion of one of the eighe works read as additional reading matter.

Two marks are given, one for the written test and one for the oral test.

28. R e l i g i o n.

Aims:

The aim of instruction in this subject is to enable students:

- to become familiar with significant elements of both religious and non-religious interpretation of life, and

- to acquire a skill in the methodological treatment of documentary material and, on this basis, demonstrate an ability to discuss issues of a religious and philosophical nature.

Syllabus:

The syllabus shall cover:

1. Primitive religions (10-15 lessons).

2. one or two of the following religions: Hinduism, Buddhism, Judaism, Islam, Chinese religion or Japanese religion (20-25 lessons).

3. Christianity, including passages from the Old Testament and other texts considered important to an appreciation of the New Testament (25-30 lessons).

4. ethical, religious, and philosophic thinking in modern times, including non-religious, general views of life (25-30 lessons).

Under points 1, 2, and 3, a study will be made of: the concept of reality, concept of God and concept of man, and examples will be given of the social, political and psychological function of religion in specific geographical and historical settings.

Examination:

The student will sit for an oral test in the subject.

One question shall be given based on an unseen text or other material. Questions shall be formed in such a manner that subject matter studied by the candidate is incorporated in the examination.

One mark is awarded.

22. History

Aims:

The aim of instruction in this subject is to enable students:

1. to acquire insight into social conditions and the role of man in society during various periods in history,

2. to acquire skill and practice in analysing and using historical sources and reports, and

3. to develop an ability to formulate and analyse social problems as these appear in a historical context, and thereby acquire a basis for adopting an independent view of contemporary problems.

Syllabus:

During the first year of the course, the student is introduced to the subject and works on two periods of history prior to 1918, one of the periods to incorporate the history of the Nordic countries. In addition, the student shall prepare an individual paper ('the history paper') based on a theme drawn from one of the periods studied. The theme will be chosen in consultation with the teacher, who shall provide guidance during compilation of the paper and shall assess the finished product. If joint activities with other subjects during the last part of the second term (cf. regulation § (2)) so necessitate, the time spent on study of the two periods can be reduced accordingly. Interdisciplinary co-operation can include material from any period in history.

During the second year of the course, the student shall work on the post-1918 period. A comprehensive study shall be made of approx. half of the world history and the history of the Nordic countries. An outline must be given of the remaining historical fields. Not less than half of the material treated comprehensively shall relate to the post-1945 period.

Examination:

The student will sit for an oral test in the subject.

Course students:

The syllabus offered for examination shall include:

The area of post-1918 history treated comprehensively, and no fewer than 60 pages of source material on which the candidate has worked under the syllabus. Where an exceptionally large number of sources are quoted for a particular subject area, the latter can be narrowed accordingly. Interdisciplinary subject matter from the post-1918 period can be included in the examination syllabus.

One question shall be given, based on the syllabus material.

The history paper shall be submitted during the examination.

Independent students:

The syllabus offered for examination shall include:

The pre-1918 period: two historical periods, the history of the Nordic countries being incorporated in one of these. No fewer than 30 pages of source material belonging to both or one of the syllabus periods.

The post-1918 period: Same syllabus as for course students.

The test comprises:

1. a short examination in syllabus material from the pre-1918 period,

2. one question based on the syllabus material from the post-1918 period.

One mark is awarded.

30. B i o l o g y

I. Common core and lower level

Aims:

The aim of instruction in this subject is to enable students:

1. to identify and formulate biological problems of significance to the individual citizen and the community as a whole,

2. to train in applying the methods and principles of the subject, stimulating their creative abilities,

3. to gain insight into various selected aspects of biology,

4. to practise and conduct critical analyses of information with a biological content (e.g. newspaper articles and TV broadcasts) in order to emphasise the valid and the doubtful elements, and

5. to have the opportunity of realising that many problems of significance to society and civilisation can be solved only by application of knowledge and methods from several fields, including biology.

Syllabus:

The syllabus shall cover selected aspects of human biology at a population level, emphasis throughout the syllabus being given to the social aspects of the subject.

In its treatment of the subjects listed below, the syllabus shall have as its point of departure a general problem with biological elements (e.g. the sex-equality debate, eugenics, the population explosion, health problems in the developing and the industrialised worlds, sexuality, aggressiveness, the problem of resources, pollution, problems relating to employment, housing, etc.

The subjects are:

1. Genetics.
   The heredity/environment issue.
   Population genetics.

2. Population biology.
   Populations in equilibrium and imbalance.

3. Ethology.
   Reflexes, instinct, imprinting, learning and intelligence.
   Drug and medicine addiction.

4. Ecology.
   Abiotic and biotic environmental factors.

A more profound study may be made of one of the four primary subjects listed above. If this is the case, one of the remaining three subjects may be omitted. Subjects may also be studied on an interdisciplinary basis under the direction of an overall theme.

At the end of the second term, subjects can be integrated with related subjects, cf. regulation 6 (2).

To provide students with experience in the experimental aspects of the subject, problems arising from principles of biology should be illustrated as far as possible by experiments carried out by the students and integrated with the theory of the subject.

The experimental part of the syllabus should, as far as possible, be conducted as model experiments with organisms other than man.

Moreover, students should perform an experimental project involving the implementation of several experiments within the same sector of the subject.

Laboratory records must be kept in respect of experiments, and on the basis of such records, a number of reports should be written.

Examination:

The student will sit for an oral test in the subject.

The syllabus studied is offered for examination.

At the time of the test, course students shall submit the written reports and independent students shall submit reports from a laboratory course approved by the Directorate.

One mark is awarded.

II. Higher level (elective subjects)

Aims:

The aim of instruction in the subject at higher level (elective subjects) is similar to that at common core and lower level, except that the student is expected to reach a higher level of attainment, corresponding to the greater concentration of instruction.

Syllabus:

The syllabus shall cover the following subjects, the student's knowledge being advanced and broadened by means of conversation and debate:

1. Manifestations of life at different levels of organisation

Production absorption, transportation, transformation and excretion of matter, transformation of energy, irritability, movement, reproduction (including genes and chromosomes) and autoregulation. Selected examples should be obtained from the plant and animal kingdoms, including the human being. Instruction should stress the structure/function relationship and maintenance of balance (homeostasis) as a recurring theme. The topics studied should also include examples chosen to illustrate other aspects of biology, especially evolution and ecology. In order to include specific organisms in developmental problems, a study should be made of the principles behind the systematic subdivision of the plant and animal kingdoms, with selected examples. Attention should also be directed to biophysics and biochemistry and to the importance of micro-organisms as research material.

2. Ecology.

Based on both the common core (lower level) and higher level (elective subjects) syllabus, it is aimed to reach a general ecological synthesis by examining a specific biotope. The concept of succession should be studied in this connection.

3. Special study.

A narrow topic or broader theme should be selected from the subjects described above and studied in detail as a special study.

The special study can place the emphasis on experiment or may adopt a critical view of existing literature.

Where this is desirable and practically permissible, students may select an individual field for their respective special studies.

Problems arising from biological principles should as far as possible be illustrated by means of experiments executed by the student to coincide approximately with the theory of the subject. Laboratory records must be kept in respect of experiments, and reports should be prepared on the basis of such records.

Examination:

The student will sit for a written test and an oral test in the subject.

The syllabus studied is offered for examination.

Candidates shall be given four hours for the written test.

At the time of the oral test, course students shall submit the written reports and independent students shall submit reports from a laboratory course approved by the Directorate.

One mark is awarded, based on a special mark for the written test and a special mark for the oral test. The special marks, which carry equal weight, shall be stated on the student's examination certificate.

31. Geography

Aims:

The aim of instruction in this subject is to enable students to become familiar with different societies/environments as determined by natural conditions, economy, technology, historical development, and political system, to acquire a knowledge of human dependence on and opportunities for changing our surroundings, and to practise skills in searching for and processing geographical material. By applying his knowledge and skills, the student is encouraged to adopt a motivated, independent approach to his environment and its problems.

Syllabus:

The first term commence with a brief introduction. This is followed by a study of the basic principles of data-gathering, analysis, representative models, and general theories relating to physical geography and cultural geography to provide an understanding of the physical and cultural environment and to create a basis for subsequent instruction in regional geography.

Regional geography requires that the student works with a number of regions of the student's own choice. Emphasis is placed either on a broad, overall view of the subject or on a concentrated study of a narrow range of subjects within the region. The student's choice of region should be made in accordance with such criteria as functional/formal, size, and Danish/foreign.

At the close of the second term, the class will work toward the formation of contexts and overall views of the subject, and work can be integrated with other related subjects (cf. 6 (2)).

Students shall compile reports on the basis of information drawn from general sources and thereafter processed and evaluated.

Examination:

The student will sit for an oral test in the subject.

One question shall be given, based on subjects studied during the course. In connection with the question, the candidate will be shown unseen material. The reports of course students will be submitted and can be included in the examination.

33. Mathematics

I. Common core and lower level

Aims

The aim of instruction in this subject is to furnish students with a number of mathematical skills which will be of use to them in other common core subjects and in their general, daily lives, and to provide them with an outline of mathematical methods and thinking.

Syllabus:

The syllabus shall cover:

1. Concepts from set theory and logic ; combinatorial analysis.
   Set, subset; truthset of a proposition, examples of solving simple equations and inequalities of one variable; the multiplication principle, subpopulations.

2. The concept of a function.
   Domain, value of function, range; one-to-one function; the monotony of functions; inverse function, composite function.

3. Special functions; graphic representation;
   Use of electronic calculators.
   Linear function, piecewise linear function, exponential functions; examples of functions determined by tables; the coordinate system, logarithmic paper.

4. Descriptive statistics.
   Description of data; frequency, relative frequency, frequency distribution, cumulative frequency distribution; graphical means of description; sample quantities.

5. Probability theory and statistics.
   Experiment, sample point, probability distribution, finite sample space; sampling; binominal distribution; binomial test including the concepts of test hypothesis, critical region, level of significance, one and two sided test, error of the first kind.

6. Optional lessons.

Approx. 20 lessons will be spent on in-depth study of one of the subjects listed above or - in conjunction with one or more other external subjects - on working with a field in which mathematics is applied.

Examination:

The student shall sit for a written test and an oral test in the subject.

The written test:

Candidates are given a set of examination questions comprising a number of mathematical problems, several of which may be optional. They are allowed four hours to complete the test.

Problems may be set in relation to any or all parts of the compulsory syllabus except that mentioned in pt. 6 above.

The oral test:

Course students shall offer for oral examination material corresponding to approx. one-half of the compulsory syllabus. Independent students shall offer the syllabus stipulated in pts. 1-5.

One question shall be given, formulated in such a manner as to touch upon several aspects of the syllabus.

One mark shall be awarded, based on a special mark for the written test and a special mark for the oral test. The special marks, which carry equal weight, shall be stated on the student's examination certificate.

II. Higher level/elective subjects

Aims:

The aim of instruction in the subject is to enable students to acquire sufficient mathematical insight into and knowledge of fundamental mathematical concepts, methods, and thinking to obtain the necessary technical basis for completing higher courses of education involving mathematics.

Syllabus:

The syllabus shall cover:

1. Elementary functions.
   Polynomials in one variable, including their factorisation; rational functions of one variable; exponential functions; logarithmic functions; power functions; trigonometric functions, and the use of trigonometric functions in a right triangle.

2. Probability theory.
   Conditional probability; random variable; expectation and standard deviation.

3. Infinitesimal calculus.
   Description of the concepts of limit and continuity of a real function of one real variable; differentiability of a real function of one real variable; elementary rules of differentiation; the approximating polynomial of the first degree, determination of the range of a function and of the monotony of a function; simple examples of the determination of the asymptotic properties of functions; drawing of plane curves determined by explicitly given functions; the definite integral as a limit of sums; the indefinite integral; elementary properties of definite and indefinite integrals, including partial integration and integration by substitution; determination of areas and volumes by integration.

Examination:

The student shall sit for a written test and an oral test in the subject.

The written test:

Candidates are given a set of examination questions and are required to answer a number of these involving a simple problem and one more complex question. Candidates are allowed four hours to complete the test. Problems may be set in relation to any or all parts of the syllabus compulsory at lower or higher level except that mentioned in pt. 6 (under lower level).

The oral test:

Course students shall offer for examination material corresponding to approx. one-half of the total syllabus compulsory for lower and higher level with the emphasis on the elective syllabus. Independent students shall offer all the syllabus compulsory for lower and higher level except for that mentioned in pt. 6 (under lower level).

Two questions shall be given, both formulated in such a manner as to touch upon several aspects of the syllabus.

Two marks shall be given, one for the written test and one for the oral test.

33. English

I. Common core and lower level

Aims:

The aim of this course is a continued improvement in the student's ability to use the English language both orally and in writing. At the same time students must be given an impression of the culture and civilisation of the countries in which the English language is used as a means of communication especially Britain and the United States.

The student must acquire a command of the language sufficient to conduct an everyday conversation, to express himself reasonably freely, and to read texts of medium difficulty.

Syllabus:

It is a requirement that the reading programme both with regard to texts studied intensively and with regard to texts read extensively - includes fiction representing various genres (short story, drama, novel) as well as non-fiction of various kinds (essays, newspaper and magazine articles), mainly from the 20th century. Both American and British material must be included. In addition, a certain number of texts from the other English-speaking countries may be included. Classroom activities may be based not only on printed texts, but also to a certain extent on material presented through audiovisual aids (speeches, plays, etc.).

Textbooks in literary history and civics cannot be part of the reading material proper.

125 pages must be studied intensively. Of these a maximum of 25 pages may be converted to extensive reading at a ratio of 2:5. 250 pages must be read extensively.

For each full lesson spent on audiovisual activities, the reading requirements may by reduced by 2 pages taken from the texts studied intensively or 5 pages from the texts read extensively. However, the intensive part of the reading requirements cannot be reduced by more than 20 pages of the required minimum.

Examinations:

There is one written and one oral examination.

The written examination:

The candidate is presented with an English text which must not be too difficult. The duration of the examination is 4 hours. The candidate is required to write an answer in English to a specified number of questions relating to the text, with a choice between the following options:

1. a summary,
2. a comment on any aspect(s) of the text that the candidate finds interesting.
3. a number of questions on the text,
4. a translation from Danish into English of a text (maximum 100 words) which is thematically and linguistically (vocabulary, grammar etc.) related to the English text.

The oral examination:

Course students offer for examination a representative selection (75 pages) of the texts studied intensively.

Independent students offer for examination all the texts studied intensively (125 pages).

At the examination, the candidate is presented with an unseen contemporary prose passage of approx. ½ page and an extract from the offered texts of approx. 1/3 of a page.

1. The candidate must read aloud the unseen text (and translate it into Danish).

2. The extract from the offered texts is not read aloud. On the basis of the extract, a conversation is conducted in English. In the course of the conversation the candidate's understanding is tested, not only of the contents of the text but also, by means of spot checks - mainly in English -, of his precise linguistic comprehension.

One mark is given, based on one mark for the written examination and one mark for the oral examination. These marks, which carry equal weight, are both given on the student's examination certificate.

II. Higher level/elective subjects

Aims:

The general Aims stated under lower level are also valid for higher level, with the exception that students at the higher level attain the ability to read and deal with texts of greater difficulty and the ability to express themselves more fluently and with greater precision both orally and in writing.

Syllabus:

300 pages must be studied intensively, 50 of these must be studied independently with the use of the relevant library facilities under the teacher's guidance ("laboratory work"). Of the remaining 250 pages, a maximum of 50 pages may be converted to extensive reading at the ratio of 2:5. 500 pages must be read extensively.

In other respects, the specifications given under lower level apply.

Examinations:

There is one written and one oral examination.

The written examination:

The candidate is presented with an English text. The duration of the examination is 5 hours. The candidate is required to write an answer in English to a specified number of questions. The first four of these relate to the text as under lower level 1-4. The final question is an essay in English on one of 3 given topics.

The oral examination:

Course students offer for examination a representative selection (150 pages) of the texts studied intensively. 40 of these pages must be taken from the 50 pages of laboratory work.

Independent students offer for examination all the texts studied intensively (300 pages).

At the examination, the candidate is presented with an unseen contemporary prose passage of approx. 3/4 of a page and an extract from the offered texts of approx. ½ page. It is decided by lot whether the question related to the offered texts is taken from the laboratory work or not.

The examination will be conducted as stipulated under lower level.

Two marks are given, one for the written examination and one for the oral examination.

24. German

I. Common core and lower level

Aims:

The aim of instruction in this subject is continuously to improve the ability of the student to understand and use the German language through command of a central vocabulary and familiarity with the main linguistic structures. By working with material primarily from the 20th century, students obtain an impression of the German-speaking countries and their cultural affairs.

Syllabus:

The syllabus shall be varied and shall include both fiction and non-fiction material. Instruction can embrace material of topical interest, e.g. in the form of newspaper articles, and instruction need not be confined to the printed word but can include some material communicated by audiovisual means (speeches, plays, etc.). In normal classroom work, students must be given some practice in expressing themselves in writing as a natural aid in strengthening their oral proficiency. The student must read material the equivalent of approx. 130 pages.

Examination:

The student will sit for an oral test in the subject.

Course students shall offer for examination approx. 65 pages, which shall be a representative selection of the material read.

Independent students shall offer for examination all the material read (i.e. approx. 130 pages).

In the test, the candidate shall be shown an unseen, contemporary prose passage equivalent to approx. 3/4 page and a passage equivalent to approx. 1/3 page from the material offered for examination.

1. The candidate shall not read the unseen text aloud. Comprehension shall be tested as follows: the candidate will first give a summary of the main points in Danish, followed by a translation to Danish of approx. half of the examination text. The internal examiner shall decide in advance which half of the text should be translated and shall inform the candidate immediately prior to preparation time.

2. The candidate shall read aloud the prepared text, and, on the basis of the text, shall conduct a conversation in German, the purpose of which is to test the candidate's comprehension of the text.

One mark shall be awarded.

II. Higher level/elective subjects

Aims:

The general aims stated for the subject at lower level are the same as for German at higher level, except that the standard demanded on all points is progressively higher and that greater emphasis is placed on proficiency in written language.

Syllabus:

The syllabus shall be of a more demanding nature than for the subject at lower level, and shall include fiction (several genres) and non-fiction texts of various types. Instruction need not be confined to the printed word but can include some material communicated by audiovisual means (speeches, plays, etc.).

The student is required under the general syllabus to read approx. 150 pages. In addition, the syllabus should include some material serving as further illustration of the central syllabus theme; part of this additional material can be prepared by individual students who communicate its contents to the rest of the class, e.g. in the form of a record; material suitable for this purpose can include passages from longer texts, articles in newspapers or reference manuals, and taped material. A maximum of approx. 40 pages of the general syllabus can be studied under laboratory conditions, in which case the total number of syllabus pages can be reduced by up to 20 pages.

Examination:

The student will sit for a written test and an oral test in the subject.

The written test:

Candidates are issued with a text in German. The test shall consist of translation to Danish of several lines of text of importance to the main content of the passage and giving answers in German to a number of questions arising from the text, related to the translation and varying from set questions to free response. The candidate should have a choice in answering these questions.

Candidates are allowed five hours to complete the test.

The oral test:

Course students shall offer for examination a representative selection of 75 pages of material from the general syllabus.

Independent students shall offer for examination all the material read (i.e. approx. 150 pages).

In the test, the candidate shall be shown an unseen, contemporary prose pasage equivalent to approx. 3/4 page and a passage equivalent to approx. 1/3 page from the material offered for examination.

The test shall be conducted as described for lower level.

One mark shall be awarded, based on a special mark for the written test and a special mark for the oral test. The special marks, which carry equal weight, shall be stated on the student's examination certificate.

35. F r e n c h

Aims:

The aim of instruction in this subject is to provide the student with the necessary proficiency to understand a simple French written text and to conduct an elementary conversation in the French language.

Syllabus:

The student must read material the equivalent of approx. 150 pages. The syllabus can include a system for beginners, up to a maximum of 25 pages. Instruction need not be confined to the printed word but can include some material communicated by audiovisual means.

Examination:

The student will sit for an oral test in the subject.

Course students shall offer for examination 65 pages of the material read.

Independent students shall offer 125 pages for examination.

Material offered for examination may not include any of the material for beginners.

In the test, the candidate shall be shown an unseen, contemporary prose passage equivalent to approx. 1/2 page and a passage equivalent to approx. 1/2 page from the material offered for examination.

1. The unseen text shall be translated in its entirety.

2. The candidate shall read aloud the prepared text, and on the basis of the text, shall conduct an elementary conversation in French. Normally, the candidate will not be required to translate the prepared text.

One mark shall be awarded.

36. R u s s i a n

Aims:

The aim of instruction in this subject is to provide the student with the necessary proficiency to understand a simple Russian written text and to conduct an elementary conversation in the Russian language.

Syllabus:

In addition to material for beginners, the student must read material the equivalent of 40 pages of prose.

Examination:

The student will sit for an oral test in the subject.

The student shall offer for examination all the material read, with the exception of the material for beginners.

The candidate will be tested in reading aloud and translating approx. 1/2 page from the material offered for examination. On basis of the text, an elementary conversation will be conducted in Russian.

One mark shall be awarded.

37. S p a n i s h

See reg. no 35. as regards syllabus and examination.

38. I t a l i a n

The syllabus and examination shall be in accordance with a plan approved by the Directorate for Upper Secondary Education.

39. Social Studies

I. Common core and lower level

Aims:

The overall aim of social studies instruction is to enable the students to comprehend and to take part in decision-making in different social systems.

To this end, instruction should meet a number of partial aims:

1. students are to acquire
   a knowledge of the important forces in social development,
   insight into a number of central economic, social, political, and cultural issues, problems, and contexts, and
   a knowledge of the manner in which decisions are reached in various types of social systems.

2. students are to be able
   precisely and systematically to observe social conditions,
   critically to evaluate the applicability of material relevant to a defined social problem,
   to formulate the problems relating to a subject, and
   to analyse values in given statements.

3. students are to develop interest in social matters and the necessary background for taking part in such matters.

4. students are to acquire the ability to clarify the premises and values on which their own and other people's views, statements, and actions are based.

Syllabus:

Instruction is based on theories, methods, and results obtained from the fields of sociology, economics, and political science.

Instruction includes work in 2 to 3 fields of study. A study can be an area selected from sociology, economics or political science or be an interdisciplinary area touching upon all three sciences. At least one of the studies must be interdisciplinary. Topics and social phenomena dealt with as part of the syllabus must have a certain broadness.

A substantial part of the course is to be devoted to work with texts, tables, and diagrams with bearing on the selected fields of study. Tapes, film strips, films, etc., can also be included as course material.

At the end of the second term, the subject can be integrated with related curriculum subjects, cf. regulation 6 (2).

Examination:

The student will sit for an oral test in the subject.

Course students are to offer for examination the material studied during the course, including texts, tables, and diagrams, etc.

Independent students are to offer 2 to 3 fields of study for examination. A substantial portionof the material offered will be texts, tables, and diagrams with bearing upon the selected fields of study.

The student will be given one question referring to issued material. The material will either be material studied during the course or of the same nature as this material.

One mark will be awarded.

II. Higher level/elective subjects

Aims:

The overall aim of instruction in the subject at this level is similar to that at lower level, except that students must also acquire insight into aspects of theory and methods problems of the social sciences.

Syllabus:

Instruction is based on theories, methods, and results obtained from the fields of sociology, economics, and political science.

Instruction includes work in 2 to 3 fields of study, with method and theory problems touched upon in relation to the chosen fields. The fields thus chosen can be more specialised than at lower level.

As in the case of the subject at lower level, a substantial part of the course will be devoted to work with texts, tables, and diagrams, etc.

Examination:

The student will sit for an oral test in the subject.

Course students are to offer 2 to 3 fields of study for examination. A substantial portion of the material offered will be texts, tables, and diagrams with bearing on the selected fields of study. If the student has not taken a test in the subject at the end of lower level, he will offer 4 to 6 fields of study for examination.

Independent students are to offer 2 to 3 fields of study for examination. A substantial portion of the material offered will be texts, tables, and diagrams with bearing upon the selected fields of study. If the student has not taken a test in the subject at lower level, he will offer 4 to 6 fields of study for examination.

The student will be given one question referring to issued material. The material shall either be material studied during the course or of the same nature as this material.

One mark will be awarded.

40. M u s i c

I. Common core and lower level

Aims:

The aim of the instruction is to enable students to develop their interest in, knowledge of and proficiency in music.

Syllabus:

The course comprises: 1) musical activity , 2) study of musical works, and 3) study of the place of music in society. Elementary theory of music and ear training should be included in the course to the extent necessary for the teaching of pts. 1) and 2).

Musical activity includes unison and part singing, ensemble and, if applicable, dancing and movement to music. The study of musical works must include both old and contemporary music (symphonic music, electronic music, jass, beat, etc.). Emphasis should be placed on the student's experiencing and appreciating the artistic effect of the individual work together with its connection with other kinds of music and other subjects. In studying the place of music in society, the students concentrates on production, distribution, and reception of music with a view to achieving an appreciation of the various functions of music.

Examination:

No examination is held in the subject at lower level.

II. Higher level/elective subjects

Aims:

The aim of the instruction is to enable students to develop their interest in, knowledge of and proficiency in music.

Syllabus:

The course comprises 1) singing, 2) playing, 3) singing and/or playing in groups, if possible involving the preparation of simple arrangements, 4) music theory and ear training, and 5) musical appreciation.

Singing includes solo, unison, and part singing. The student may choose to play the piano, organ, accordion, guitar, recorder, or any ordinary orchestral instrument. One of the four weekly lessons is used for instrumental instruction which may be given either as class instruction (maximum three students per class) of normal lesson length, or as individual instruction where each student is taught for 1/3 of a normal lesson.

In singing and/or playing in groups, individual students should as far as possible, take part in the preparations of arrangements. In music theory, the student builds upon the basis laid at lower level, particularly with regard to harmony (including figuration). Ear training should develop the student's ability to understand and reproduce written music. Musical appreciation must comprise the study of at least five complete works or single movements representing different periods and genres. The historical and social background of the music is studied together with its style, form, thematic material, orchestration, etc. The study must include both old and new music (including jazz and beat).

Examination:

One test is held in the subject (oral).

Course students

The candidate will be examined in five subjects:

1. The candidate sings a song of his own choice.
2. Each candidate participates in a group rendition. The group must not exceed five members, and all parts must be cast as solo parts. The piece should, if possible, be arranged by the group members. Printed music or other kinds of graphic material should be on display. Only candidates from the class concerned may participate in the rendition which may be vocal, instrumental, or a combination of the two.
3. The candidate plays a solo piece of his own choice.

4. An unknown tune (12 - 16 bars long), is to be practised with an instrument provided at the test and reproduced vocally without accompaniment.

5. The candidate is required , on the basis of an unknown example of taped music with accompanying score or other graphic material selected in relation to the year's syllabus, to give an account of the themes, form, style, etc. of the piece of music concerned and to place it in relation to the works studied.

Independent students

The candidate will be examined in four subjects:

1. The candidate sings two songs from a syllabus of 10 songs offered by himself. One is chosen by the examiner, the other by the candidate.

2. See course students, pt. 3.

3. See course students, pt. 4.

4. The candidate is required, on the basis of an unknown example of taped music with accompanying score or other graphic material selected in relation to a syllabus of five works or single movements, to give an account of the themes, form, style, etc. of the piece of music concerned and to place it in relation to the works studied. The account should touch upon the history and social background of the piece concerned. The syllabus offered for examination must represent different periods and genres.

One mark is awarded.

41. Creative Art

I. Common core and lower level.

Aims:

The aim of instruction in the subject is to enable students to develop their sense of form, colour, and space to permit them to find and evolve personal forms of expression; to develop their basis for critical assessment of all forms of visual impression; and to sharpen their appreciation of visual expression.

Syllabus:

Students shall execute visual experiments in a variety of materials, work on the analysis of visual impressions including original work, and study technical literature. Emphasis shall be attached to the relationship between the experimental and the analytical work.

Students will acquire an elementary knowledge of:

1. The requirements for working in monochrome.
2. Colour theory.
3. Picture composition.
4. Three-dimensional work.
5. Registration of visual impressions.
6. Methods of pictorial analysis.

Examination:

No examination is held in the subject at lower level.

II. Higher level/elective subjects

Aims:

The aim of instruction in the subject is to enable students to widen their knowledge of figurative language as a form of human expression and consolidating their potential for independently approaching artistic and visual problems.

Syllabus:

Instruction extends to the same categories of work as treated at lower level, except that these are studied in more depth with regard to practical experiment and theory.

Examination:

The student will sit for one test in practical work and one oral test.

Course students:
Test in practical work:

The candidate shall exhibit and comment upon the creative work he or she has executed during the preceding two-year period, including any group work or written projects. The external and internal examiners shall evaluate all works.

The oral test:

The test must demonstrate the candidate's independent ability to form an evaluation and adopt an opinion toward artistic and visual problems. The test will be based upon the student's work, reproductions or other material.

Independent students:

The candidate must specify in his application for examination, the literature and subjects he has worked with in the field of creative art preparatory to the examination. The material offered for examination must satisfy the requirements stipulated in the syllabus requirements in a manner that illustrates the material from several viewpoints.

Test in practical work:

At the outset of the test, the candidate shall submit 10-15 independently executed works of which at least two shall be drawings, two in other monochrome subjects, two in colour, and two three-dimensional works. This work will not be evaluated as part of the test but shall form the basis of the examination project, which will be related to the material offered by the candidate and which will be evaluated by the external and internal examiners.

Candidates are allowed four hours to complete the test.

The oral test:

Account of examination project and in this connection a test to demonstrate the candidate's independent ability to form an evaluation and adopt an opinion toward artistic and visual problems. The test will be based upon reproductions or other material.

One mark shall be awarded, based on a special mark for the test in practical work and a special mark for the oral test. The special marks, which carry equal weight, shall be stated on the student's examination certificate.

42. Physical Education

I. Common core and lower level

Aims:

The aim of instruction in the subject is for the students:

1. to get the opportunity to acquire knowledge of the basic principles for and to appreciate the significance of being in good physical form,

2. to acquire knowledge of elementary work techniques and kinesiology,

3. to acquire skills in the subject, and

4. to be motivated for continued physical activity.

Syllabus:

The course comprises:

Basic physical training:

1. Warming-up programmes consisting of simple exercises characterised by totality, involving all the principal joints and muscle groups of the body. Jumping and running are included giving the warming-up programme the effect of a keep-fit exercise.

2. Keep-fit training, training in muscular strength, and endurance and development of the natural mobility of the joints.

3. Practising of a basic physical training programme for later use.

Work Techniques:

The basic principles for correct working postures, for sitting and standing, and for lifting, carrying, pulling and pushing techniques.

Specific sports activities:

With due consideration to the size of the class and the facilities available, specific activities are selected by teachers and students jointly. The instruction of a specific activity must occupy 12 to 15 lessons. Examples of specific activities are: athletics, badminton, basketball, football, handball, volleyball, creative movement, apparatus gymnastics, rhythmic gymnastics, orienteering, swimming, and winter sports.

Where facilities and other factors permit, it is desirable that the techniques of functional mobility (e.g. resiliency, balancing, timing, correct application of strength mobilisation, falling techniques, principle of totality) be included inche various aspects of instruction.

The students will be given instruction in artificial respiration in accordance with currently approved methods.

Examination:

No examination is held in the subject at lower level.

II. Higher level/elective subjects

Aims:

The aims are for the students - in relation to the lower level -

1. to build on the basis achieved
2. to acquire better insight and greater proficiency in the subject,
3. to work more independently, based on increased theoretical knowledge.

Syllabus:

Two weekly lessons are for theoretical work and two for basic physical training and specific sports activities in the 3rd and 4th terms.

Theoretical work

Study of elementary anatomy and physiology and applied work physiology with special reference to work-techniques and the elements of basic physical training. The theoretical study must be illustrated by no fewer than 8 simple laboratory exercises and experiments. The students will draw up reports on these experiments. The following themes take priority: stamina and keep-fit training - training of muscular strength (isotonic and isometric training) - muscular soreness - muscular fatigue - nutrition (obesity and physical activity) - various factors affecting physical performance - testing - theoretical basic knowledge of lifting and carrying techniques.

Basic physical training:

See lower level.

Specific sports activities:

With due consideration to the size of the class and the facilities available, 2 or 3 specific activities are selected by teacher and students jointly.

Examination:

One oral test and one practical test will be arranged.

The oral test:

Course students:

The candidate will be examined in the syllabus studied. Each candidate's individual reports will be submitted.

One question will be given.

The examination may be based on available material (e.g.reports, results from laboratory experiments, tables).

Independent students:

See course students

Records worked out at a laboratory course approved of by the Directorate will be submitted.

The practical test:

Course students:

The candidate will demonstrate a warming-up programme and a programme for muscular strength or for muscular endurance or for keeping fit. The candidate will, of his own choice, demonstrate technical skills in two of the specific activites in which instruction has been given at lower level. In both activities, the candidate must demonstrate 3 different technical skills of the his own choice. This, however, does not apply to rhythmic gymnastics and creative mouvement in which the candidate is asked to demonstrate a programme of 4 to 6 minutes' duration. In connection with ball games, the candidate will demonstrate application of technical skill in game situations.

Independent students:

See course students' requirements above.
However, the candidate's choice of specific sports activities is dependent on the facilities available on site. In connection with ball games, no game situation will be demonstrated.

One special mark for the oral test and one special mark for the practical test will - put together - make the total of one mark given. The special marks carry equal weight and must be stated on the student's examination certificate.

43. Physics

Aims:

The aim of instruction in the subject is to provide students with insight into the primary fields of classical physics and a knowledge of parts of modern physics together with a knowledge of other areas in which physics is applied.

Syllabus:

The subject will be studied experimentally and theoretically. The experimental elements are demonstration experiments and experiments conducted by students. The physical experiments, on the basis of the theoretical material, should provide the student with an understanding of scientific working methods. In theory studies, the conservation principles of physics should be an element of continuity, and attention should be given to the solution of problems. The subject and its results should be seen as a human attempt to describe and understand nature, including the effect of these results on technology and economics and on the individual.

The syllabus should cover the following aspects of mechanics (pts. 1-10), thermodynamics (pts. 11-13), electricity (pts. 14-21) and nuclear physics (pts. 22-24):

Mechanics:

1. Equations of motion for linear motion at constant velocity and constant acceleration.

2. Newton's laws.

3. Work, potential and kinetic energy, effect.

4. The principle of momentum, the principle of work (work of resulting force), and theory of energy, including application on friction between solids in motion.

5. Momentum of a particle in a homogeneous field.

6. Uniform circular motion, kinematic and dynamic.

7. Gravitational field and potential energy.

8. Harmonic oscillation.

9. Plane, harmonic waves and the principle of superposition.

10. Huygens' principle applied to reflection, refraction and diffraction.

Thermodynamics.

11. Concept of temperature and kinetic theory.

12. Boyle's law.

13. The first law of thermodynamics, with examples.

Electricity.

14. Electric charge, stationary electric current and electric energy.

15. Ohm's law. Composition of resistors.

16. Coulomb's law, electrostatic forces and electric potential.

17. Capacitance, plate capacitor, and electrostatic energy.

18. Magnetic field. Current-carrying wire in a magnetic field.

19. Motion of ions in homogeneous electric and magnetic fields.

20. Examples of magnetic fields around current-carrying wires.

21. Magnetic flux and the law of induction.

Nuclear physics.

22. Model of the atom. Emission and absorption of electromagnetic radiation. Spectra.

23. Nuclear radiation, half life.

24. Examples of nuclear reactions.

Students shall conduct laboratory exercises involving the central problems and shall spend the equivalent of 30 lessons on this work. Students shall prepare reports on laboratory exercises.

Individual tutoring lessons will be given by teachers and students for individual guidance in all aspects of the subject.

Examination:

The student will sit for a written test and an oral test in the subject.

The written test:

Candidates are allowed four hours to complete the test. The Directorate shall stipulate the examination syllabus, which shall be selected from the subjects listed above. The test must include both quantitative problems and problems in relation to which the candidate must demonstrate insight and combination ability in submitting a qualitative answer to questions.

The oral test:

Course students shall offer for examination a syllabus of 2/3 of the subjects listed. All four primary fields must be represented. Students shall offer 10 of the practical exercises with reports. Reports must be submitted for all exercises conducted.

Independent students shall offer for examination all subjects listed in the syllabus and all exercises (with reports) conducted at a laboratory course approved by the Directorate.

Candidates will be tested with two questions, one relating to the syllabus offered for examination, the other relating to the exercise material offered for examination.

One mark shall be awarded, based on a special mark for the written test and a special mark for the oral test. The special marks, which carry equal weight, shall be stated on the student's examination certificate.

44. C h e m i s t r y

Aims:

The aim of instruction in the subject is to provide students:

1. with a knowledge of the working methods, phenomena and laws of chemistry, and

2. with an impression of the application and social significance of chemistry.

Syllabus:

The course comprises:

1. General chemistry.

   Atoms, molecules and ions. The periodic system. Chemical bonding, including molecular structure. Properties of dilute solutions. Reaction kinetics. Chemical equilibrium. Redox processes. Acid-base processes.

2. Inorganic and organic chemistry.

   The leading elements and some of their compounds. Carbon compounds will be included with a view to studying bond types, nomenclature and the most important functional groups (e.g. hydroxyl, carbonyl, carboxyl and amino) as well as the most important types of reaction.

3. Optional material.

Study of the subjects listed under pts. 1 and 2 must occupy approx. 75 p.c. of instruction time. The remainder should be spent studying one or more of the subjects in more depth or engaging in a study of other fields of chemistry.

Students should be made familiar with the risks attached to working with chemical compounds.

Instruction must include theoretical problems, lecture demonstrations and experiments by students. The experimental parts must occupy a prominent place in instruction and must be based on quantitative and qualitative observations to ensure that students obtain a knowledge of the general chemical laws.

Students will keep records of experiments and shall prepare 10 reports on central exercises or series of experiments.

Individual tutoring lessons will be used by teachers and students for individual guidance in all aspects of the subject.

Examination:

The student will sit for an oral test in the subject.

Course students shall offer 10 exercises with associated reports and a syllabus corresponding to 2/3 of the subject matter the class has worked on.

Independent students shall offer the subject matter studied, and shall submit reports from a laboratory course approved by the Directorate.

Two questions shall be given:

1. One question related to an exercise conducted by the candidate.

2. One question on a theoretical subject.

Care shall be taken during the test to ascertain whether the candidate is able to apply his knowledge of chemistry.

One mark shall be awarded.

45. Psychology

Aims:

The aim of instruction in the subject is to enable students:

1. to become familiar with the leading problems in psychology, its methods of research and theories,

2. in some of the main fields of the subject to acquire a deeper knowledge of the psychological laws relating to human behaviour and experience,

3. to have the opportunity to apply this knowledge to problems concerning society and the individual human being,

4. to have the opportunity by means of psychological work methods - including simple experiments and studies - to apply their knowledge in new contexts, and

5. to have the opportunity to acknowledge that many problems facing society can be solved only by applying knowledge and methods from several fields, including psychology.

Syllabus:

Approx. 1/3 of instruction time should be spent on a general study of the following main fields:

1. Developmental psychology. Mental development of the human being from birth to death, including sex-role problems, puberty and menopause.

2. Differential psychology. Individual differences between human beings with a view to the study of personality and intelligence, including the problem of heredity and environment, and psychological deviations.

3. Social psychology. Interplay among human individuals with reference to personality formation and talent, including considerations of group psychology and features of industrial psychology and ethnopsychology.

4. Psychology of learning. Learning processes and adaptation to a study environment, including teacher/pupil relationships, language and thinking.

5. The psychology of motivation. The dynamics of human behaviour from the point of view of physiology, behavioural patterns and past experience, including a brief account of applied ethological/physiological research methods.

Whereever appropriate on educational and technical grounds, aspects of perceptive psychology should be included.

Approx. 2/3 of instruction time should be spent on thorough study of two topics to be selected by the teacher and students jointly. These topics may be one of the primary fields listed above or such topics as the psychology of religion, advertising/sales psychology, attitudes and opinions, identity and culture or personality.

Examination:

The student will sit for an oral test in the subject.

Students shall offer for examination the material studied. Approx. 2/3 of the examination questions should be from the two topics studied in depth. The examination should reveal whether the candidate possesses insight into the topic, can draw conclusions and comparisons, and is capable of applying what has been learned to new problems. Examination questions will be accompanied by material (written material, illustrations, tables, etc.) and formulated in such a manner that the candidate, from the very outset, is brought beyond the purely reproductive level.

One mark shall be awarded.

Part VII

Commencement of the regulations

46. (1) These regulations shall come into force on July 1, 1974.

(2) Regulations no. 360 of July 30, 1970, governing the Danish Higher Preparatory Examination and education, etc., provided by courses leading to the Higher Preparatory Examination, as amended by regulation no. 395 of August 23, 1971, are hereby repealed.

....

(3) The Director General of Upper Secondary Education shall in all cases stipulate or approve any necessary transitional arrangements.

Danish Ministry of Education, April 24, 1974.

Tove Nielsen

/J. Munck-Hansen

J.nr. 8-91-35-3/81.

The Kingdom of Denmark

Population and area

Denmark proper 5,1 mill.
43,100 km² – 16,640 sq.m.
Greenland 50,000
2,175,600 km² – 840,000 sq.m.
The Faroe Islands 49,999
1,400 km² – 540 sq.m.

UNDERVISNINGSMINISTERIET
KOPICENTRALEN
KØBENHAVN

Overall State and municipal budgets for fiscal 1981

Current expenditure	Dkr. 1,000 Million	%
Services	132.4	61
Central administration*	8.4	3
Health services	22.6	10
Social welfare	24.7	11
Education and research	26.4	12
Transport, communications	14.5	7
Police and courts	4.0	2
Defence	8.3	4
Greenland and Faroes	4.1	2
Other	19.4	9
Income transfers	84.3	39
Pensions and services	27.7	13
Unemployment benefits	13.1	6
Other income transfers	38.8	18
Transfers abroad	4.7	2
Total expenditure	216.7	100
Current income		
Income taxation	97.5	46
Value-added tax	41.1	20
Other taxes	36.0	17
Property taxes	9.1	4
Other income	27.7	13
Total income	211.4	100

1981 price and wage level
Source: Budget, January 1981
Ministry of Finance

This information booklet has been prepared by the Danish Ministry of Education.

The Ministry issues a number of short publications on educational matters in languages other than Danish.

A list of these publications and the publications themselves are available on request from the Ministry of Education
International Relations Division
Frederiksholms Kanal 25 D
DK-1220 Copenhagen K.